

IMPROVING STUDENTS' ABILITY IN WRITING HORTATORY EXPOSITION TEXT BY USING RAFT STRATEGY

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Abstract: This research is concerned with finding how well RAFT strategy improved students' hortatory exposition text writing skill in terms of correctness of writing simple present tense and writing complete text organization of hortatory exposition text. The purpose is to improve students' ability in writing hortatory exposition text. The method of this research was classroom action research. The subjects of this research were 32 students at the second semester of the eleventh grade students of SMAN 7 Pontianak in academic year 2013/2014. Based on the data analysis, the result of the research was progress. It is showed that the students' mean score for writing hortatory exposition improved from 69.63 (average) in the first cycle to 79.90 (good) in the second cycle. Based on the result of the data analysis, the writer took a conclusion that RAFT strategy is work well in improving students' ability in writing hortatory exposition text.

Keywords: RAFT strategy, hortatory exposition text, writing

Abstrak: penelitian ini merupakan penelitian mengenai penemuan seberapa baik strategi RAFT meningkatkan keterampilan menulis text hortatory siswa dalam hubungan kebenaran menulis tenses simple present dan teks organisasi yang lengkap dari teks hortatory eksposisi. Tujuan dari penelitian ini adalah untuk meningkatkan kemampuan siswa dalam menulis teks hortatory eksposisi. Metode yang digunakan adalah penelitian tindakan kelas. Subjek dari penelitian ini adalah 32 orang siswa kelas XI IPA semester 2 dari SMAN 7 Pontianak tahun akademik 2013/2014. Berdasarkan data analisis, hasilnya menunjukkan peningkatan. Hal tersebut dibuktikan dari nilai rata-rata siswa dalam menulis teks hortatory eksposisi yang meningkat dari 69.63(sedang) di lingkaran pertama menjadi 79.90 (baik) di lingkaran kedua. Berdasarkan hasil data analisis, penulis mengambil kesimpulan bahwa strategi RAFT bekerja dengan baik dalam meningkatkan kemampuan menulis siswa dalam teks hortatory eksposisi.

Kata kunci: Strategi RAFT, teks hortatory eksposisi, menulis

In globalization era, English is one of the important languages that the students should master. By mastering that language, the students may be easier to communicate with others. There are several skills have to be mastered by the students namely speaking, writing, reading and listening. Each skill has the characterization by itself and among those skills writing is the complex skill because its process involves some aspects such as sentence structure, vocabulary, language use and mechanic. According Chittravelu et al (1996: 141) writing is the skill that most

students are least proficient in. It means writing is the skill that has to be learnt seriously by the students in the school. Writing is defined as the activity of requiring transfer and organizing the ideas into meaningful transcript text or written form. In writing, students transfer their ideas from their mind into written text so that the students may remember the concept to be taught by the teacher before. Further, writing is producing skill that to be produced by the students so that writing must be practiced by the students intensively. The students must be active learners rather than passive learners. The students must manage the ideas that come into their mind.

The low level achievement of writing ability in SMAN 7 Pontianak was because there were many factors that influence writing ability especially in hortatory exposition text. Based on the observation in SMAN 7 Pontianak, the writer found there are many difficulties of writing ability because students' lack ideas, vocabulary words related to the topic, grammatical structure such as subject verb agreement in simple present tense, the organization of the text and the students did not know what the role were and who the audience to be intended. Therefore, in this research the writer tried to solve the problems in writing hortatory exposition text by using RAFT strategy.

In this research the writer used RAFT strategy to solve the problems. RAFT (Role, Audience, Format, Topic) is a writing strategy that help students understands their role as a writer and how to communicate their ideas and intention effectively so that the reader may easily understand everything written. Further, RAFT helps students focus on the audience they will address, the formats for writing, and the topic they will be written about. By using this strategy, teacher encouraged students to write creatively, to consider a topic from multiple perspectives, and to gain the ability to write for different audiences. Santa (2004) said that RAFT strategy is a system to help students understand their role as a writer, the audience they will address, the varied formats for writing, and the expected content. Further, Deborah (2006) said that writing for differing purposes and audiences may require using different genres, different information, and different strategies. As Maria Hidayati (2011) said that RAFT strategy offers students a creative outlet for demonstrating understanding in reading skill.

Hortatory exposition texts are kind of text type that presents arguments or reasons to support the opinion. It is aimed to persuade the readers or listeners that something should or should not be the case. Hortatory exposition text has to be acquired by the eleventh grade students of Senior High School and the students are expected to be able to write a simple hortatory exposition text.

RAFT is a strategy that helps students in writing. According Santa (1988) cited in Urquhart and McIver (2005) the RAFTs strategy is a system to help students understand their role as a writer, the audience they will address, the varied formats for writing, and the expected content. It is an acronym that stands for:

1. *Role of the writer.* What is the writer's role: reporter, observer, and eyewitness?
2. *Audience.* Who will be reading this writing: the teacher, other students, and people in the community, people who lived during a specific era or experienced a new innovation?
3. *Format.* What is the best way to present this writing: in a letter, an article, a report, a poem?
4. *Topic.* Who or what is the subject of this writing: a famous person, an event, an idea, a place?

In applying RAFT strategy, the writer gave the rules for students to help them in writing generic structure of hortatory exposition text as follows.

a. First cycle

Role	: the students as doctor
Audience	: teenagers
Format	: - Thesis (the meaning of drugs) - Arguments (the facts about negative effects of drugs and the reasons why teenagers should avoid drugs) - Recommendation (students' recommendation for teenagers)
Topic	: teenagers should avoid drugs

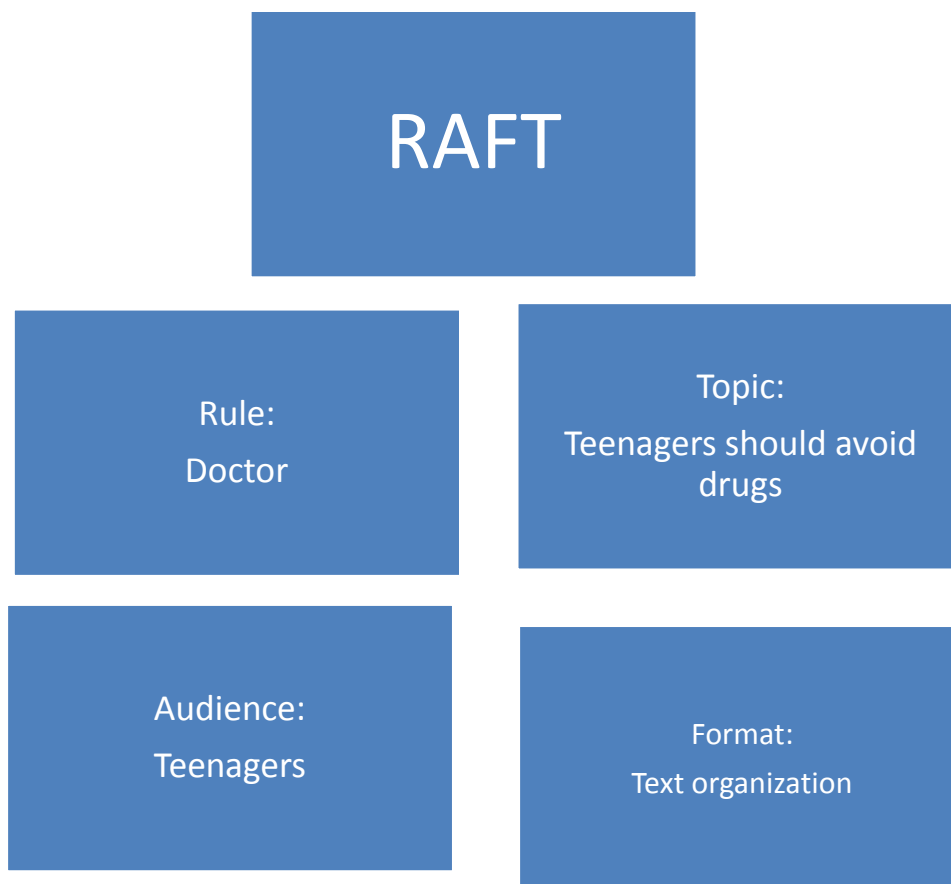


Chart 1.1 RAFT Strategies in First Cycle

b. Second cycle

- Role : the students as president
Audience : teenagers
Format : - Thesis (the meaning of Korean wave)
- Arguments (the facts about negative effects of Korean wave for Indonesian teenagers and the reasons why teenagers should avoid Korean wave)
- Recommendation (students' recommendation for teenagers to avoid Korean wave)
Topic : The bad impacts of Korean wave for teenagers

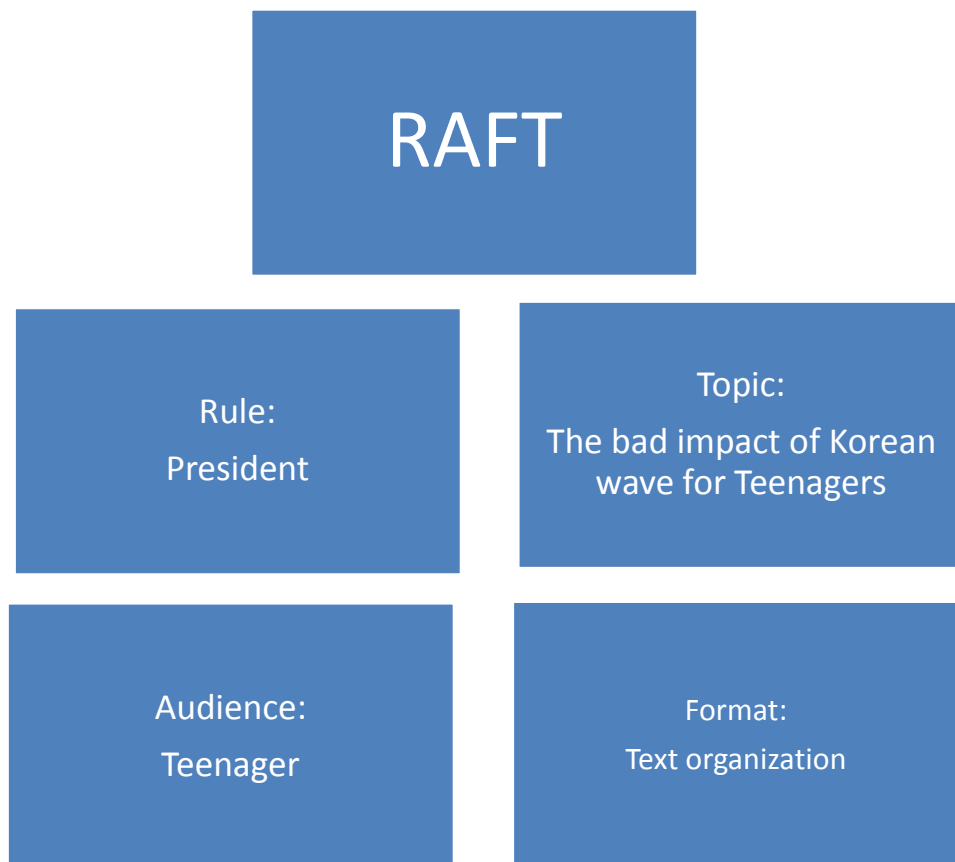


Chart 1.2 RAFT Strategies in Second Cycle

METHOD

This research used classroom action research. The detail description of the activities on each cycle was described in the following explanation.

1. First Cycle

a. Planning stage

The writer was observing to the students and investigated the teacher about the problems encountered by the students. In fact, the students were difficult in writing hortatory exposition text and matching between subject and verb to be used in simple present tense. These problems showed that there were some aspects of writing skills in hortatory exposition text writing which the students had not mastered yet.

In this stage, the writer prepared lesson plan included teaching material, new RAFT, observation checklist table, scoring profile and field note. Moreover, the writer discussed lesson plan with the teacher about the implementation of lesson plan in classroom. After finishing the plan, the writer continued to acting stage.

b. Acting Stage

Acting stage was the time for the writer applied her plan into action. The writer taught the students in writing hortatory exposition text by using RAFT as a strategy to help the students in writing the text. The acting stage of first cycle was conducted in two meetings. It was conducted in May 8, 2014 and in May 15, 2014. At the first meeting, the teacher taught the teaching material, introduced RAFT strategy and practiced the students in using the strategy. The students then applied the strategy in writing hortatory exposition text in certain topic at the second meeting.

At the first meeting, the teacher taught the teaching material through PowerPoint presentation. The teaching material included explanation about hortatory exposition text and its language features. Firstly, the teacher showed a text as an example and asked the students few questions about the text. Then, the teacher explained the social function, the generic structures, and the language features of hortatory exposition text. The students practiced and identified them in hortatory exposition text sample. Then, the teacher explained about simple present tense as one of language features of hortatory exposition text. Then, the teacher practiced the students to change the verb from past form into present form with the correct subject verb agreement and rearranged the jumble words into meaningful sentences.

After teaching the material, the teacher explained the RAFT strategy in helping the students in writing hortatory exposition text. The teacher gave the example of hortatory exposition text used RAFT strategy. In RAFT strategy teacher explained what RAFT is and the steps how using RAFT in helping students writing hortatory exposition text. Teacher explained how Role and audience were used by the students. For example, the topic was "Mobile phones should not be banned in school". Students acted as headmaster and the audiences were teachers, parents and students. In writing thesis, students wrote what mobile phones are and the function of mobile phones and the students who acted as headmaster must agree that mobile phones should not be banned in school. In addition, in writing recommendation, students who acted as the headmaster must write their suggestion that mobile phones should not be banned in the school but the students should use their phone in the time and right place so that no one was disturbed. While in writing arguments, students must write the opinions why mobile phones should not be banned in school.

At the second meeting, the students wrote hortatory exposition text using the new RAFT. The role was the doctor and the audience was the teenagers. The format

was generic structures of hortatory exposition and the topic was Teenagers should avoid drugs. The students were expected to write hortatory exposition text using RAFT strategy. Before the students wrote their opinions, teacher gave general information about the topic should be written. To make it clearly the form of RAFT as follows:

Role	: the students as doctor
Audience	: teenagers
Format	: *Thesis (the meaning of drugs) *Arguments (the facts about negative effects of drugs and the reasons why teenagers should avoid drugs) *Recommendation (students' recommendation for teenagers)
Topic	: teenagers should avoid drugs

Firstly, the teacher set the students in pre-writing. Teacher gave some vocabulary words relating to the topic. Then, the students were getting and choosing the ideas and make a list of why teenagers should avoid drugs.

After making a list, the students did drafting. They wrote their ideas into arguments with the reasons why teenagers should avoid drugs from healthy side because the students acted as doctor in form of paragraphs. Then, teachers asked the students to write about the definition of drugs and its negative effects from healthy side generally. After writing the definition, the students wrote their recommendation to the teenagers according their role as a doctor to avoid the drugs. During did their writing, teacher asked the students to check and revise the sentences they had written if there were some errors or not. Then, they rearranged their writing into paragraphs.

c. Observing Stage

Observing was done by the collaborator of this research. In observing stage, the collaborator used an observation checklist table and field note to record the result of the observation. These tools of data collection were focused on the steps of RAFT activities as strategy applied in this research. It concerned with how well the strategy solves the students' problems in writing hortatory exposition text.

Observation checklist table was a table which contained points to be observed. The collaborator put a checklist mark in the provide space in the observation the observation checklist table when the points were done. At the first cycle, all points to be observed were marked by the collaborator. It showed that based on the process, the teacher and the students had done all of the activities.

Field note was a blank table. It was used to jot down unusual things that happened during the implementation of RAFT activity, which were not presented in the observation checklist table. At the first cycle, there were some notes written by the collaborator. It was noted that there were some students who did not pay attention when the teacher explained the material. Besides, there were the students who asked for permission to go to the toilet but spend much time.

Some notes were also written by the collaborator at the second meeting. The collaborator noted that there was a student who got sick and some students asked for permission to accompany her in the UKS for some minutes. Then, there were also the students who did not pay attention to the instruction of the task.

d. Reflecting Stage

Reflecting was a stage for the teacher and the collaborator to discuss about the data collected in the first cycle. The writer and the collaborator discusses if the purpose of doing the research had been achieved or not after implementing RAFT activity. The students' mean score for writing hortatory exposition text in the first cycle was 69.62 for details information about the students' score at the first cycle, see appendix 4 on page 62. This result was qualified into good. The score had not reached the KKM score or minimum achievement standard of English subject at the school which was 75. Therefore, this result was not satisfactory.

Based on the discussion between the teacher and the collaborator, it was concluded that the first cycle was not satisfactory. It needed many improvements in order to accomplish the goal of implementing the strategy. It meant, the second cycle needed to be conducted. Things to be improved in the second cycle were as follows.

- a. RAFT activity has to be instructed clearly in order to produce good hortatory exposition text. The writer prepared a RAFT strategy in detail instructions.
- b. The writer encouraged students to write complete recommendation including giving advice and recommendation.

2. Second Cycle

a. Planning Stage

Table 3.1 Result of Reflection stage in Cycle 1

Weaknesses of Activities in Cycle 1	Revising Plan for Cycle 2
The instructions for RAFT strategy in the first cycle were not clear enough	Writer provided clear and complete instructions for the second cycle
The students did not understand the position of them in the text whether they agree or not.	The teacher explained how to decide the students whether they agree or not based on the topic given.

Based on the result of reflection in first cycle, the writer prepared some revisions of the strategy to be applied in second cycle. Two of the specific goals of this research, which were to be improved students' ability in writing good generic structure and simple present tense had not been achieved, so, RAFT strategy activity had to be revised. The writer add detail explanation and instruction in RAFT because in first cycle, there were many students still misused in using role of RAFT itself. For simple present tense stage, the writer gave sequencing sentences and error subject verb agreement in encouraging students to improve their subject verb agreement in simple present tense.

The writer then prepared new lesson plan, teaching material, and RAFT strategy. The teaching material was focused on the material about hortatory exposition and subject verb agreement in simple present tense. The writer explained the students about hortatory exposition text and subject verb agreement before the students practiced writing using RAFT strategy. The writer decided that the writing topic for the second cycle was Teenagers should avoid Korean Wave.

To collect the data, the writer and collaborator prepared an observation checklist table and a field note. When the preparation was done, they continued to the acting stage.

b. Acting Stage

The acting stage of second cycle was conducted in two meetings. It was held in May 22, 2014 and in May 26, 2014. At the first meeting, the writer reviewed the teaching material, gave general feedback to the students' previous work, and practices the students in writing simple present tense by writing their opinion about the function of the trees for surrounding in pair by using RAFT strategy. Then, the teacher gave another topic written by the students individually in form of hortatory exposition text. At the second meeting, the students continued their hortatory exposition text using RAFT strategy.

At the first meeting of second cycle, all of the students were present. The teacher entered the classroom, and greeted the class. Teacher explained the learning objectives. When the students were ready to start the lesson, teacher continued the main activities.

In the main activity, firstly, the teacher asked the students to complete the sentences using the correct verbs in simple present tense. Then, the students filled in the blank the simple present sentences using the correct connective words. In addition, the students wrote their opinions about the function of the trees for environment used simple present tense in pair.

In the second meetings of second cycle teacher asked the students to write hortatory exposition text using RAFT given. The students acted as the presidents and the audience was teenagers. The topic was Bad Impacts of Korean Wave for Teenagers. The students worked independently using the detail instruction of RAFT strategy. The students wrote the definition of Korean wave and why Korean was not good for teenagers generally. In addition, in writing recommendation, students who acted as president must write their suggestion that teenagers must keep away from Korean wave because it had bad impacts for teenagers. While in writing arguments, students must write the opinions why Korean wave had bad impacts for teenagers.

c. Observing Stage

In the observing stage in the second cycle, all point to be observed in the observation checklist table was marked by the collaborator.

The collaborator made some notes in the field note. It was noted that the classroom atmosphere in the second cycle was better than in the first cycle. At the first meeting of second cycle, all students paid attention when the teacher explained about simple present tense. The students had practices complete sentences using correct verb and connective words in the first cycle. Then, the students continued it with writing hortatory exposition text.

At the second 'meeting of the second cycle, the collaborator also noted that the students' dependence on the teacher was less than in the first cycle. When the students worked independently with RAFT strategy, there were only some students who asked for the teacher's help to explain RAFT strategy. It was

very different with the first cycle where many students asked the teacher to explain most part of RAFT strategy.

d. Reflecting Stage

The students' mean score in the second cycle was 79.90 and it was classified into good. The mean score had passed the KKM score. It proved that the strategy improved the students' skill in writing hortatory exposition text.

The following chart showed improvements of the students' mean score in hortatory exposition text from the first cycle to second cycle.

THE RESULT AND THE EXPLANATION OF THE RESEARCH

The result of the Research

Based on the data analysis, the result can be seen from the following chart. It showed improvements of the students' mean score in hortatory exposition text from the first cycle to second cycle.

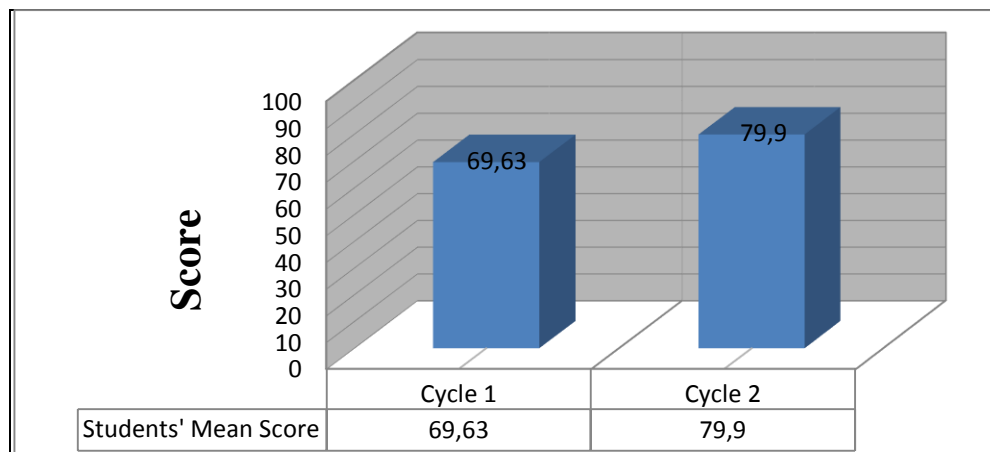


Chart 2.1 Students' Mean Score in Writing Hortatory Exposition Text from the First Cycle to the Second Cycle

From the chart above we can see that in the first cycle the students' mean score for writing hortatory exposition text was 69.63. This score had not achieved the KKM which was 7.50, so, the cycle had to be continued to the second cycle. In the second cycle, the students' mean score became 79.90. It meant the score had achieved the KKM. The students' mean score improved 10.28 from the first to second cycle. This result showed that the strategy used in this research had successfully improved the students' ability in writing hortatory exposition text.

Along with the improvement of the students' mean score, the number of the students who passed the KKM score increased from the first to the second cycle. The following chart showed the increasing number of students who passed the KKM score.

The following chart showed improvements of the students' mean score in hortatory exposition text from the first cycle to second cycle.

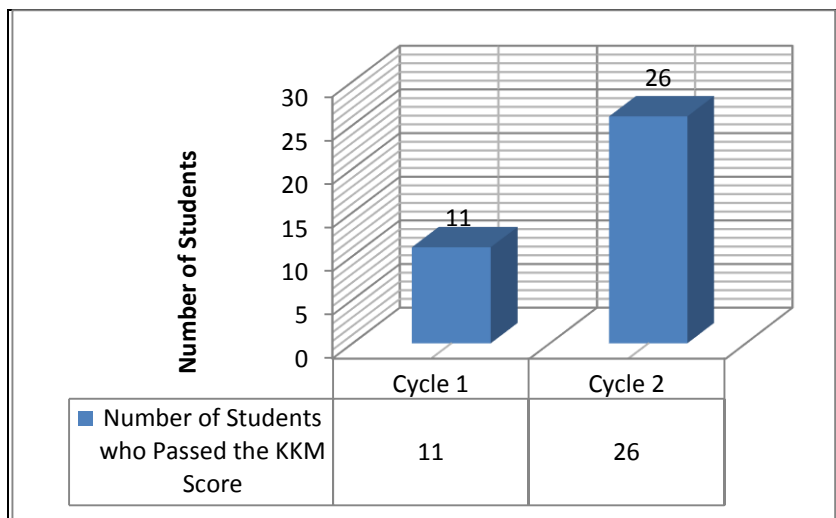


Chart 2.2 Number of Students who Passed the KKM Score from the First Cycle to the Second Cycle

The chart above showed that the number of the students who passed the KKM score increase from the first cycle to second cycle. At the first cycle, there were only 11 students who passed the KKM. It equaled to 34.375% of the students in the class who passed the KKM. In the second cycle, the number of the students who passed the KKM increased became 26 students and this equaled to 81.25% of the students in the class who passed the KKM. This meant that there was improvement 46.875% in the number of students who passed the KKM.

Explanation

This research is conducted from May 8 2014 to May 26 2014. The research is conducted in the eleventh grade students of SMAN 7 Pontianak in Science II class in academic year 2013/2014 due to the problem in the writing hortatory exposition text there. The total number of students in this class was 32 students and this numbers showed the total number of the subject of the research. There were two cycles in implementation of this research.

In obtaining the data, the writer analyzed the data from the result of measurement and observation. The form of analyzing the data in this research as follows:

a. Measurement

The writer measured students' ability in writing during the implementation in each cycle by using written assessment which was students wrote hortatory exposition text.

b. Observation

The writer used observation to observe students activity during the implementation the treatment. The result of the observation was recorded in an observation checklist table and field note.

Meanwhile, in collecting the data, There were three tools of data collecting in this research. They were as follows:

a. Observation Checklist Table

Observation checklist table was used to observe the students and teacher's behaviors during the implementation of RAFT strategy. The descriptions of aspects to be observed had been written before in the table form. The observation checklist table was filled by the collaborator.

b. Scoring Profile

Scoring profile was used to score the students' writing after they followed the RAFT strategy. Scores were given to the students' writing considering ideas and text organization, language use, and mechanics.

c. Field Note

Field note was a record of other aspects or things that were not available in the observation checklist table. It was used to make notes on unpredictable things happened in teaching and learning process. This form was filled by the collaborator while observing the teaching and learning processes

In the process of data analysis, the writer analyzed the data that was taken from written test, observation checklist, and field note. Since the research concerned with the study of aspects of students and teacher's behavior during teaching and learning process, and there were more than one ways in collecting the data, the data used triangulation. Cohen, Manion, and Morrison (2000: 112) define triangulation as the use of two or more methods of data collection in the study of some aspects of human behavior.

The primary data to be analyzed was the result of the students' writing task while the data from the observation was used as the secondary data. In analyzing the students' hortatory exposition text writing, the writer used a scoring profile which covered several writing aspects including the ideas, organization, vocabulary, language use, and mechanics. The research purpose is considered as achieved if the mean score of the students writing achievement reach 75 points.

In this research, the writer focused on the computation of mean score. Mean score is all the students individual scores were summed and divided by the number of the students' in the class. The formula is described as follows:

Where:

M = the students' mean score

$\sum fx$ = the sum of students' individual score

N = the number of students

(Heaton, 1975: 169)

When the mean score had been calculated, the result was categorized based on the following table:

Table 2.1 Criteria of the Mean Score

Score	Classification
80-100	Excellent
70-79	Good
60-69	Average
50-59	Poor

(Harris, 1969: 134)

In order to determine the students' individual score whether the students passed or not passed, the standard of minimum score for English subject at the school was used.

Table 2.2 Standard of Minimum Score for English Subject in SMA Negeri 7 Pontianak

Total Individual Score	Category
0-74	NOT PASSED
75-100	PASSED

Based on the standard minimum score for English subject at the school, the students pass the subject when the students get score ≥ 75 . According to Harris (1969), the students pass the lesson of English subject in the Average, Good, and Excellent category.

CONCLUSION AND SUGGESTION

Conclusion

After conducting this research, the writer gets some conclusions. The conclusions are explained as follows: 1. RAFT activity is a useful strategy to help students in getting ideas, organizing them, and developing the ideas. The use of RAFT strategy worked well to make students write well-organized hortatory exposition text; 2. The steps of RAFT strategy activity which followed the writing process including prewriting, drafting, revising, and editing made the students aware of what to do in writing. As they applied the strategy more frequently, that they will be more independent in following the processes in writing. The students' experience in following the writing process will be helpful when the students had the next other writing sessions; 3. Teaching media like power point presentation is important to be used in explaining the teaching material. It makes the teacher be able to focus all students on certain part of material. However, it is important for the teacher to make a presentation that can involve the students interactively following the presentation. Teacher can involve the students in question and answer activity after certain part of the teaching material to make sure if the students understand what the teacher explains or not; 4. Based on the research, the students' result from first to second cycle increased. It can be seen from observation checklist table and field notes for qualitative data. The students became more active and enthusiastic in answering the questions from

the teacher and writing hortatory exposition text in second cycle than first cycle. Further, the quantitative result can be seen from the students' mean score. It improved from 69.62 to 79.90 and the total number of students who passed the KKM improved from only 11 students to 26 students. Moreover, the students also had organized their text well since they had completed the three stages of writing hortatory exposition text including writing complete thesis, writing complete arguments and writing complete recommendation.

Suggestion

Based on the research findings, the writer would like to propose some suggestions to improve teaching learning process especially about teaching writing through RAFT strategy. The suggestions are explained as follows: 1. RAFT strategy has been proved as a helpful activity in improving students' ability in writing hortatory exposition text. Besides, applying this strategy is good to give students practice following the writing process including pre-writing, drafting, revising, and editing. English teachers, practitioners, or researchers who are concern with developing students' achievement in writing suggested trying this strategy; 2. The researcher suggest the English teachers to make clear task's instruction in their lesson plan so that the students were easier in doing the task; 3. Teacher should organize the class' atmosphere well because there were many students did not pay attention to the explanation in the first meeting; 4. Teacher should give and explain clearly about writing process to the students before they practice it; 5. In order to give better teaching performance in the future, English teacher can modify the procedures of RAFT strategy in order to improve students' ability in writing and even other skills namely listening, reading, and speaking.

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